

Telopea Park School Reconciliation Action Plan



TELOPEA PARK SCHOOL
LYCEE FRANCO-AUSTRALIEN DE CANBERRA



Questions? Contact our RAP Relationship Managers www.reconciliation.org.au t: 02 6273 9200 e: raps@reconciliation.org.au

Our vision for reconciliation:

Telopea Park School is committed to developing strong partnerships between our Aboriginal and Torres Strait Islander community and the school. We aim to bridge the educational, social and economic gaps that may present themselves between Indigenous and non-Indigenous students enrolled in our school through the provision of a holistic education. Telopea Park School aims to provide an environment and supportive structures that empower and enable our Aboriginal students to attain personal success in life, acknowledging the continuing richness of Aboriginal culture and heritage.

We will do this through:

- Promoting and supporting Aboriginal and Torres Strait Islander students and their families to participate fully in school life.
- Developing strong and respectful relationships between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students, parents/caregivers, teaching and non-teaching staff.
- Whole school participation in significant Aboriginal and Torres Strait Islander events: National Reconciliation Week, Sorry Day, NAIDOC Week.
- Working collaboratively with Aboriginal and Torres Strait Islander organisations and inter-agency programs within our local community: Winnunga Nimmityjah, Boomanulla, Dare to Lead, Student Aspirations.
- Ensuring access to the highest quality learning, transition and career pathways programs for Aboriginal and Torres Strait Islander students.
- Aboriginal and Torres Strait Islander perspectives are represented as a 'cross-curriculum dimension' in the National Curriculum.
- Developing an awareness and a whole school understanding of social and cultural issues, past and present.
- Valuing the continuing importance and involvement of Aboriginal and Torres Strait Islander people in the life of Telopea Park School.

Our school:

Telopea Park School has been a government school in Canberra since 1923. Many generations of Aboriginal and Torres Strait Islander children have attended this school. We are fortunate to have been enriched by the knowledge of Aboriginal and Torres Strait Islander cultures and history that these students have brought to the school.

Since 1983 with the signing of a Bi-national Agreement between France and Australia, the school has operated as a bilingual primary school for students from the ACT, with a bilingual (English/French Stream or EFS) in secondary.

The EFS complements the in-area high school where three quarters of each year, 7 to 10, learn eight subjects in line with the Australian Curriculum and the ACT's Every Chance to Learn Curriculum requirements.

The school's priority placement area for the secondary school includes the suburbs of: Barton, Forrest, Fyshwick, Griffith, Kingston, Narrabundah, Oaks Estate, Red Hill, and a part of Deakin.

Students who live in area come to Telopea Park School from Forrest Primary and Red Hill Primary Schools. Many students have also attended the Narrabundah Early Childhood School from Kindergarten to Year 2 before going onto one of the two cluster Primary Schools. Support is given to



students transitioning into high school so that they know they are welcome in the school. We also invite parents to be involved in their children's education. We encourage education to be a partnership: students, teachers and parents.

The school is proud of its multicultural nature and boasts over 70 nations represented in the student body. We provide the opportunity for all students and teachers to work together in harmony, understanding and valuing other cultures which contribute to the richness of Australia. This is also an opportunity for the whole school community to understand, value and respect the Aboriginal and Torres Strait Islander cultures and their people as the original custodians of Australia.

Our Reconciliation Action Plan (RAP):

Telopea Park School's RAP was developed through collaborative input from staff, students, parents/carers and community members from both Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander backgrounds. These members of our community were invited to consult at formal meetings and informal gatherings. Ideas, suggestions and a way to implement our RAP were put forward, and a draft RAP was circulated for input and comment.

A formal RAP Committee was formed at the end of Term 2 2013. This Committee will meet once a term to review the RAP and to ensure it remains active within the school and its community.

1. Relationships:

- Our core values are Respect, Cooperation, Honesty and Fairness for the whole school community. These values underpin our education and social practices as we address the concepts central to what Reconciliation means at Telopea Park School.
- Positive relationships are essential to create an environment in which meaningful communication and understanding can take place. Whole school awareness is achieved through curriculum, professional development for all staff, extra-curricular activities for students and communication with the community (through Telopea Topics, our website, publications and email). This link within our community is important in order to foster and build positive and constructive relationships with students, parents and caregivers, colleagues, and members of the wider community.
- The experience of mutual respect and belonging that students have at Telopea Park School will be reflected in other areas of their lives and in the future.

Action	Responsibility	Timeline	Measurable Target
Establish a committee to develop, monitor, review and refresh the RAP. This committee should include: <ul style="list-style-type: none"> ▪ The school principal (or delegate) ▪ Teachers/staff from across stages and/or departments ▪ Students (Aboriginal and Torres Strait Islander and non-Indigenous) ▪ Aboriginal and Torres Strait Islander community members (where possible) 	Pastoral Care Coordinator and Indigenous Contact Officer	Established Term 2, 2013 Reviewed and refresh completed by the end of Term 2 2014	<ul style="list-style-type: none"> • RAP Committee established. • Four RAP Committee meetings held each year. • Minutes and 'action items' recorded for all meetings. • The RAP is reviewed and refreshed annually using Reconciliation Australia's Tracking and Reporting tool.

<p>Invite Aboriginal and Torres Strait Islander representatives to sit on existing school committees. Include parents, teachers, students and community leaders. This applies only where such committees exist.</p>	<p>Principal, Pastoral Care Coordinator and Indigenous Contact Officer</p>	<p>P & C representation from Semester 2 Ex-Oficio representation for the School Board in Semester 2 SRC representation in 2014</p>	<p>Aboriginal and Torres Strait Islander appointments to and/or designated Aboriginal and Torres Strait Islander positions on the:</p> <ul style="list-style-type: none"> • Parents and Citizens association • Student Representative Council – Year 7 students skill developed and mentored to become involved by their Year Coordinator • School Board – full membership or Ex-Oficio invitation
<p>Build relationships with our school's local Aboriginal and Torres Strait Islander community.</p>	<p>RAP Committee Whole school</p>	<p>Beginning Semester 2 2013 Most targets achieved by end 2014</p>	<ul style="list-style-type: none"> • Local Aboriginal and Torres Strait Islander Traditional Owners or Elders speak about local history and culture for the area where the school is located at school assemblies or other functions. • Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students have the opportunity to visit local Aboriginal and Torres Strait Islander sites or events of cultural significance, such as traditional lands, communities, exhibitions, festivals etc (this may involve a school camp, the regular curriculum and/or extra-curricular excursions and activities). <p>Optional targets:</p> <ul style="list-style-type: none"> • Local Aboriginal and Torres Strait Islander community events published in the school newsletter and on the school website. • Acknowledgement of country adjusted to include mini facts and stories to give the acknowledgement

			<p>meaning.</p> <ul style="list-style-type: none"> Where appropriate, small clips and stories are to be shown/shared at assembly and on the daily notices.
Develop a mutually beneficial relationship with a 'sister school' that has a high Aboriginal and Torres Strait Islander student population.	RAP Committee Student Leadership	Beginning Term 2 2013	<p>Optional targets:</p> <ul style="list-style-type: none"> Community fundraising to rebuild a 'sister school' in a remote Northern Community that was destroyed by fire at the beginning of Term 2 2013

2. Respect:

We continue to respect the special place of Aboriginal and Torres Strait Islander people as being the first Australians. We must respect the People, their land, their Elders, their culture and their traditions.

We do this by acknowledging the traditional owners and Welcome to Country at fortnightly assemblies and school events, Sorry Day, National Reconciliation Week, and NAIDOC Week.

Action	Responsibility	Timeline	Measurable Target
Publicly display our school's respect for, and knowledge of, Aboriginal and Torres Strait Islander Peoples, cultures and histories.	School Executive	Beginning Semester 2 2013 Most targets achieved by end 2014	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander flags flown or hung all year round. Flags displayed prominently at front of school in line with other flags. Acknowledgement of Country takes place at significant school assemblies. Acknowledgement adjusted to include mini facts and stories to give it more meaning. Traditional Owners/ Elders perform Welcomes to Country at significant school events, e.g. the opening of a new building.* NAIDOC and National Reconciliation Weeks celebrated.

			<p>Optional targets:</p> <ul style="list-style-type: none"> • Traditional owners acknowledged on the TPS website and Telopea Topics • Display Indigenous art in school foyer and front corridor.
Ensure all staff at our school are culturally educated, aware and respectful.	School Executive	<p>Beginning Semester 2 2013</p> <p>Most targets achieved by end 2014</p>	<ul style="list-style-type: none"> • 100% of staff undertake cultural awareness training. • Key staff member/s undertake cultural competence training. • Ensure that Aboriginal and Torres Strait Islander Peoples perspectives are included in the professional development of Indigenous staff.

Include Aboriginal and Torres Strait Islander Peoples perspectives in a range of curriculum areas.	School Executive	<p>Beginning Semester 2 2013</p> <p>Most targets achieved by end 2014</p>	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander Peoples perspectives/content included in the teaching of the National Curriculum. • Aboriginal and Torres Strait Islander Peoples resources section, including books by Aboriginal and Torres Strait Islander authors and DVDs on Aboriginal and Torres Strait Islander issues, established in the school library. • All students taught by/addressed by/worked with an Aboriginal or Torres Strait Islander professional, or role model, at least once annually. • Aboriginal and Torres Strait Islander students have the opportunity to learn about their culture and language through the curriculum.
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3. Opportunities:

Opportunities for Aboriginal and Torres Strait Islander students, families and communities have always been important to Telopea Park School, and will continue to be in our plan for Reconciliation. Telopea Park School supports all its students, including Aboriginal and Torres Strait Islander students to reach their full potential.

This will be done by:

1. Supporting students by encouraging them to participate in programs such as the Aspirations Program, Tutoring Programs, Cultural Class and Winnunga Nimmityjah Health Programs.
2. Providing clear knowledge of, and pathways to, learning beyond High School
3. Providing Aboriginal and Torres Strait Islander parents and students with opportunities for leadership and participation in forums and processes; as members of the P&C; as representatives on the Student Council; as members of the RAP committee, as well as other school-based committees.
4. Promoting awareness of Aboriginal and Torres Strait Islander people, history and culture across the school, in line with the National Curriculum's Cross-Curriculum Priority: <http://www.australiancurriculum.edu.au/CrossCurriculumPriorities>

Action	Responsibility	Timeline	Measurable Target
Support Aboriginal and Torres Strait Islander students to reach their full potential.	School Executive	Beginning Semester 2 2013 Most targets achieved by end 2014	<ul style="list-style-type: none"> • Anti-racism objectives or statements are included within our policies. • The needs of Aboriginal and Torres Strait Islander students are reflected in our school's strategic plan and budget. • Our school supports Aboriginal and Torres Strait Islander students to access scholarships, financial support, career advice and mentoring. • All our teachers have resources to teach Aboriginal and Torres Strait Islander students, such as <i>What Works</i> and <i>Dare to Lead</i> resources.

4. Tracking progress and reporting			
Action	Responsibility	Timeline	Measurable Target
Monitor and refresh our Reconciliation Action Plan.	RAP Committee	End of Term 2 each year	<ul style="list-style-type: none">• Our Reconciliation Action Plan is monitored by our RAP Committee.• Our Reconciliation Action Plan is reported on and refreshed at the end of Term 2 each school year.